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ABSTRACT

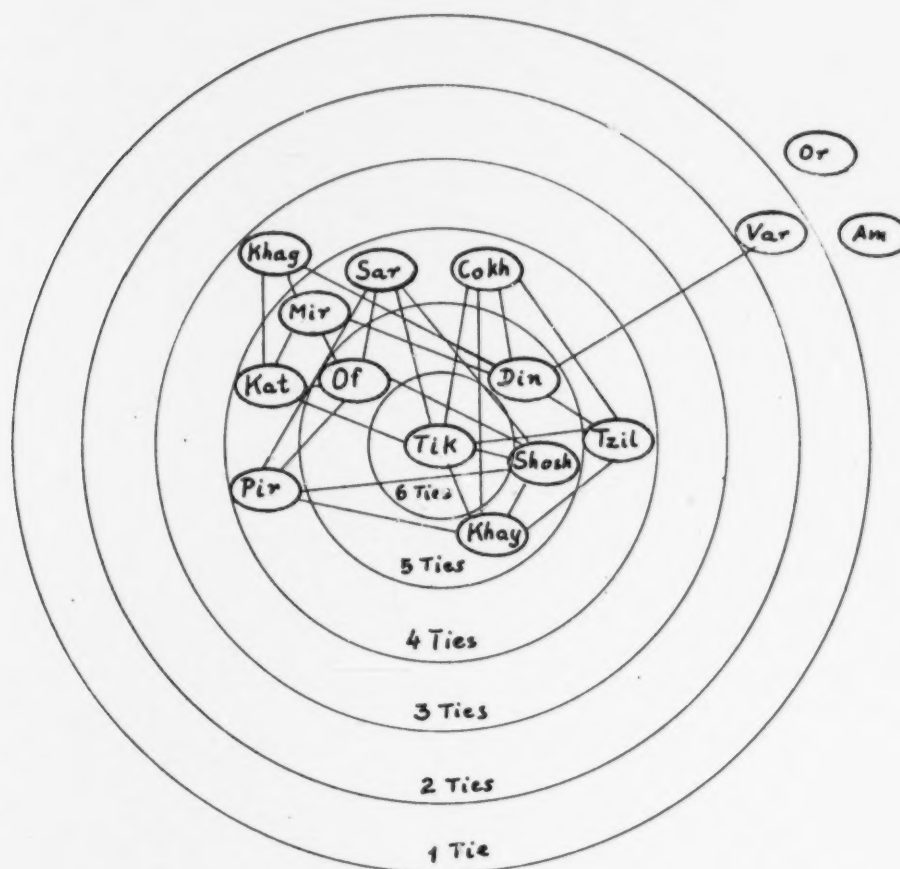
This document outlines an in-service teacher education program designed by Southern Illinois University (SIU) to benefit the first-year teacher. The following specific objectives of the project are reported: a) to provide first-year teachers with on-location, individualized assistance; b) to help teachers identify and investigate problems of teaching independently (without credit) and to offer courses as part of a continuing education program for credit; c) to provide continuous evaluation of the university's teacher education program; and d) to provide service to former SIU students and to the communities in which they work. The writers believe this project to be unique because of its involvement of the same preservice students in an ongoing in-service program. (JB)

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FIGURE I

Positive Correlations between the Listening Teachers from +.6 and Above



Project Follow-up:
A Model for Developing Professional Competencies
In First Year Teachers

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For years universities have been accused of "ivory-towerism" particularly in terms of teacher training programs. One current theoretical solution to this problem has been proposals to establish the "university without walls". A recent example of such was an announcement by Dr. James Holderman (1972) proposing the initiation of such a college, Lincoln College, within the state of Illinois. Another attempt to make programs more relevant for students has been the concept of a five year teacher education program and/or the initiation of one year resident-intern programs. (The latter approach may or may not involve the university teacher education personnel.) What goes on in university teacher education programs must relate to what happens in the elementary and secondary schools; however, relevance and "wall-less-ness" can be achieved without creating a new university simply by allowing faculty members time to go to the schools and participate in elementary and/or secondary school activities. Perrone and Strandberg (1971) and Doggett (NEA, 1966) suggest that the university and the non-university communities have much to gain by such cooperative efforts.

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Germane to this problem are three action objectives for professional training as stated in Action Goals for the Seventies: An Agenda for Illinois Education, (OSPI: Bakalis, 1972). Those three related action objectives are:

Action Objective #4

BY 1976, A PROFESSIONAL RENEWAL AND DEVELOPMENT SYSTEM WILL BE IMPLEMENTED TO PROVIDE ALL PROFESSIONAL PERSONNEL WITH CONTINUOUS TRAINING AND RETRAINING.

1. Local training and programs for elementary, and post-secondary personnel will be redefined and developed for all professional personnel.

2. By 1975, certification requirements will be revised to include professional renewal and development for all professional personnel.

Action Objective #5

BY 1976, ALL FACULTY RESPONSIBLE FOR PROFESSIONAL EDUCATION WILL PARTICIPATE DIRECTLY IN AN ELEMENTARY OR SECONDARY SCHOOL PROGRAM AS PART OF THEIR REGULAR ASSIGNMENT AT LEAST ONCE EVERY TWO YEARS.

1. By 1973, each college or university, in cooperation with individual school districts, will make arrangements for the professional experiences for each of its faculty members.

2. By 1974, this program will be initiated so that by 1976, all faculty will have had an opportunity to participate at least once.

Action Objective #6

BY 1976, ALL PROFESSIONAL PREPARATION PROGRAMS WILL INCLUDE A ONE-YEAR INTERNSHIP PRIOR TO FULL CERTIFICATION.

1. Model internship programs will be planned and tested by local districts and universities in various areas of the state by 1973.

2. By 1974, certification requirements will be revised to include the internship provision.

There is much support for such goals in the professional literature. Specifically, the literature documents three basic premises underlying the goals: 1) teachers need continuing professional assistance, 2) teachers need specific kinds of professional assistance, and 3) teacher educators need to participate directly in school programs.

Teacher Needs:

The need for continuing teacher training beyond the pre-service level is often stated; recent research indicated the need to begin a special kind of training during the first year of teaching.

Waynant (1971), Harris (1966), and Smith, et. al. (1970), all make specific reference to the inadequacy of pre-service teacher education programs and advocate in-service programs. While others do not criticize the pre-service programs, they strongly advocate the provision of in-service programs for teachers (Asher, 1967; Conlin and Haberman, 1967; Chern, 1968; DeCarlo and Cleland, 1968; Criscuolo, 1971; Smith, et. al., 1970; NEA, 1966; Jenson, 1968; Maddox, 1970; Roberson, 1969; Schiffman, 1969; Shannon, 1969; Westby-Gibson, 1967.)

Current popular writers in the education field such as Kohl, 1968; Kozol, 1967; Decker, 1969; Greene and Ryan, 1967; and

Kaufman, 1966, dramatically point out the problems that first year teachers face. Conlin and Haberman (1967) cite as problems in in-service education: reluctant teachers, fearful teachers, and "changing experienced, 'model' teachers". . . leading to the conclusion that in-service programs should begin as early as possible and be as helpful as possible. Directly related to this are the results of a study by Smith, et. al. (1970) which found that first year teachers, especially, desire to have individual, in-service, conferences with a specialist.

Type of Programs Needed:

Current concepts of in-service programs are being challenged. Waynant (1971) cites evidence indicating that in many instances teachers have found in-service programs threatening, confusing, irrelevant, and unrelated to teachers' interests, wishes, and strengths. Shannon (1969) argues for radically different styles of in-service education. Smith, et. al. (1970) reports research which indicates that teachers have differentiated preferences relative to the nature of in-service education:

- first year teachers desire individual conferences,
- teachers with 2 or more years of experience were more interested in non-credit classes than individual conferences, and
- personalized help was preferred to general instruction.

Asher (1967) proposes allowing teachers to attend workshops by invitation and for college credit rather than forcing mass

participation for no credit. Schiffman (1969) and Blaine (1970) suggest release time during the day for relevant professional assistance. Collins (1972) utilized an on-site, in-service, for credit approach. Pharis (1968) differentiates between continuing education and in-service programs; proposed is a program to help the teacher "to continue to receive, interpret, and evaluate new information or to restructure old information into new and meaningful patterns of response."

Teacher Educators Need to Participate in School Programs:

University teacher education programs and school communities both appear to have much to gain from mutual cooperation.

The state of Illinois, OSPI (1972), has asked that: professional personnel be provided with continuous training and retraining, all professional education faculty participate in school programs at least once every two years, and teacher preparation programs include an internship prior to full certification. This is supported by Perrone and Strandberg (North Dakota, 1971) who indicate that, "The university and the local school have more to offer each other," and suggest that cooperation should be sought and cultivated. Doggett (NEA, 1966) lists multiple benefits to be gained from in-service participation. Chern (1968) believes specialists should be involved in the school program planning. Wilson (1972) suggests that the professor of education and the elementary school teacher work

together as a "team". "Teachers and professors can work together to the mutual benefit of both. More efforts of (this) type. . . will eliminate the feeling in methods courses that what we (university professors) are suggesting is something unreal."

This literature shows that there is support for teacher involvement in continuing education programs and specifically need for it during the first year of teaching. The type of program needed can be documented as needing to be: non-threatening, relevant, differentiated, personalized, by invitation to participants, during the school day, on site, one that assists in the continuous evaluation of new information as well as restructuring of old information. There is documentation for university and non-university cooperation. Project Follow-Up is designed to create a cooperative program where teacher educators and elementary school teachers work together in an attempt to create a non-threatening, relevant, differentiated, personalized, by invitation, on site program that will help the first year teacher and the university professor and at the same time provide a service to the school community.

Project Follow-Up is a Southern Illinois University--Carbondale College of Education pilot model designed to implement, in part, goals four, five, and six of professional training (OSPI, 1972). The project has as its objectives:

1. To provide former students with specific, on location, individualized assistance in the

implementation of teaching methods and materials;
i.e. to help first year teachers implement facets
of their pre-service program.

2. To help teachers identify problems that
could be investigated independently (without credit)
or as a part of a (for credit) continuing education
program.

3. To provide the university professors with an
opportunity to work with teachers and pupils in the
elementary schools in order to foster an awareness
of current, specific and general problems in the
elementary schools.

4. To provide feedback for the continuous
evaluation of the university's teacher education
program.

5. To provide a service to former students
and to the communities in which they work.

Since this is a pilot project, it is limited in procedure
to one content area of elementary education. The directors
of the project are following into first year teaching positions,
students who were in their undergraduate methods courses during
the academic year 1971-1972.

An outline of implementation of the proposal follows:

- I. Locate prospective former students who might participate in project:
 - A. Placement Office listing (Indicating location of graduates)
 - B. Personal Information on student placement location
 - C. Criterion for participation
 1. Former Language Arts student of one of the project directors
 2. First year teacher in a southern Illinois school
 - D. Contact prospective participants and invite 20 to become participants in the project
 1. Hopefully 10-15 within a 15 mile radius of Carbondale
 2. Hopefully 5-10 within a 15-20 mile radius of Carbondale
 3. Selection based on availability of first year teachers who have taken El. Ed. 423 or 475c with one of the directors of Project Follow-up
 - E. Secure permission from the appropriate school administrators for such participation.
 - F. Make the initial contact with the participant in his school
- II. Specify an elementary assistant to teach sections 2 and 3 of El. Ed. 423 to provide time for Professors Shepherd and Quisenberry to implement the project (this aspect was implemented Winter Quarter 1973); specify a student worker to assist in the preparation of materials and to handle communication
- III. Establish a visitation schedule
- IV. Make initial assessments:

- A. General assessment of the undergraduate elementary education program at SIU-C
 - B. Specific assessment of El. Ed. 423 and 475c as a preparation for this first year teacher in this position
 - C. Specific, differentiated assessment of the assistance needed by each participating first year teacher
- V. Identify with each participant specific objectives to be effected by Project Follow-up
- VI. Visit participants as scheduled:
- A. Assist the implementation of El. Ed. 423 and 475c principles
 - B. Work toward meeting the individual's objectives
 - C. Continuously evaluate and reassess with the individual participant his needs and ways to assist him
- VII. Perform an ongoing assessment of the total program:
- A. At the close of each session with the participant
 - B. Between the project Directors after each day in the field
- VIII. Counsel with the participants and assist them in determining a potentially self-perpetuating continuing education program
- IX. Conduct terminal assessment of the project:
- A. Analyze
 - B. Summarize
 - C. Conclude
 - D. Recommend
 - E. Report

At present, the writers know of no project which has attempted to pull together these specific, inter-related items.

Project Follow-up is different and needed because:

- It is built on participants who did pre-service work with the project directors; therefore, it is a new kind of continuing education where the professors of pre-service methods courses follow students to their first teaching position to assist individuals in the continuous evaluation of new information and the implementation and restructuring of old information.
- It is directed entirely toward first year teachers. This group has not been singled out for this kind of special assistance in any prior projects (to the writers' knowledge).
- The assistance and involvement in Project Follow-up will be in keeping with OSPI recommendations (mandates) and it should be a service which is mutual to the university and non-university communities. It will provide guidance for SIU-C in terms of courses and programs and in the establishment of a model for implementing the OSPI goals cited in this paper.
- It provides a neutral "zone" for encouraging teachers to identify and work with existing, real problems with or without university credit.
- The objectives given are worthwhile, reasonable, and economically feasible. (One-third released time each for the directors, part time secretarial help, and expense accommodations for communication and travel are the major expenses.)

We believe Project Follow-up is justified because:

- it is a sensible follow-up of work already begun in the pre-service education program at SIU-C
- it is in keeping with the state of Illinois OSPI Action Goals
- it is a Teacher Education priority

- it is an individualized, on site, positive, service-related approach to in-service education; in fact, in principle, it is the epitome of continuing education
- it is designed and intended to be mutually beneficial to the university and non-university communities
- it will assist in the maintenance of an interaction of theory and practice within the university methods courses
- it will possibly serve as a pilot study to ascertain the desirability and feasibility of making this model (the follow-up of former pupils who are in their first year of teaching) a component of the teacher education programs at SIU-C.

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